DOCUMENT RESUME

ED 136 099 CG 011 125

TITLE A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.
INSTITUTION Texas Education Agency, Austin. Div. of Crime Prevention and Drug Education.
PUB DATE May 73
NOTE 50p.; For related document, see CG 011 124

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Affective Objectives; Cognitive Objectives; *Curriculum Guides; *Delinquency Prevention; *Drug Education; *Educational Objectives; Elementary Secondary Education; *Program Evaluation; *Program Planning

ABSTRACT

This manual has been prepared as a guide to assist school district administrators, coordinators, and teachers in organizing and implementing a sequential program of instruction in crime prevention and drug education. This framework is the result of a two year study by staff members of the Texas Education Agency, local school districts, regional education service centers and teacher education institutions. It is hoped that this guide will serve as a useful tool in program planning and evaluation. (Author)

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A Framework for Crime Prevention and Drug Education in Texas:

Desirable Student Outcomes

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CG 011125

A FRAMEWORK FOR CRIME PREVENTION AND DRUG EDUCATION IN TEXAS: DESIRABLE STUDENT OUTCOMES

Texas Education Agency
Division of Crime Prevention and
Drug Education

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(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

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FOREWORD

Under provisions of Texas Education Code 21.113, enacted by the Sixty-first Texas Legislature, the public schools of Texas were directed to establish units of instruction on the dangers of crime and narcotics in grades five through twelve.

A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes has been prepared as a guide to assist school district administrators, coordinators, and teachers in organizing and implementing a sequential program of instruction in crime prevention and drug education.

This framework is the result of a two-year study by staff members of the Texas Education Agency, local school districts, regional education service centers and teacher education institutions. It is hoped that this guide will serve as a useful tool in program planning and evaluation.

J. W. Edgar
Commissioner of Education

ACKNOWLEDGEMENTS

Recognition should be made of the education service center crime prevention and drug education coordinators for sharing their ideas, efforts, and experience in developing this publication. In addition, the tentative draft of this document was reviewed by administrators, teachers, students, counselors, school nurses, teacher educators, and education service center staff members from across the State.

Other important information in the development of this framework came from curriculum guides from a variety of sources, notably Doing Drug Education: The Role of the School Teacher, published by the Southern Regional Education Board, Atlanta, Georgia.

Comments and suggestions from all these people have proved invaluable in producing a framework that should be helpful to schools.

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THE CRIME PREVENTION AND DRUG EDUCATION PROGRAM - K-12 OVERVIEW

The purpose of the crime prevention and drug education program is to provide a variety of educational experiences for students designed to increase self-esteem, develop the capacity to relate to others, and increase skills in decision-making and values clarification.

The total program encompasses curriculum design, extracurricular activities, group and individual counseling, and community involvement. The curricular program is planned as a sequence for grades K-12. Based on a determination of identified teacher skills and resources, it is designed to be placed in the existing curriculum and involves many subject areas.

Elements of the program include

- active student participation
- leadership provided by school administrators
- people orientation
- total community planning and implementation
- interdisciplinary approach calling upon the adult resources in the community
- teacher selection as a key factor
- laboratory method of presentation
- truth based on facts
- drug abuse related to social and emotional factors

These elements have been used by school districts initiating their own program.

During the past three years, concepts, approaches, and methods found most effective by school districts in Texas and in other states have been collected and compiled in this document, A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes. The document is intended to serve as a framework by which administrators, teachers, students, and community people can determine what could best be implemented or emphasized in the crime prevention and drug education programs. Since the clients of the educational process are the students, the goals and objectives of the program have been stated in terms of student outcomes; that is, what students know, do, feel, and think as a result of educational experiences.

USES OF DOCUMENT

There are three ways in which A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes can be used. School districts that have no present program can use the document as a basis for developing their programs. Districts that are currently operating a program without clearly stated objectives can use it to clarify the purpose of their programs. School districts that already have an operating program can use the outcomes to evaluate, expand, revise, or shift the program emphasis.

Individuals in a school district who can use the document include

- administrators
- counselors
- teachers
- students

USE OF DOCUMENT BY ADMINISTRATORS

Administrators may use "Desirable Student Outcomes" to assist the school board in formulating policies governing the crime prevention and drug education program.

Following formulation and approval of policies governing the operation of the program, administrators may wish to appoint a committee made up of principals, teachers, students, counselors, parents, and community members to develop the overall plan of action. By serving as a member on either an ad hoc or active basis, the superintendent or his designee may provide the leadership in planning, coordinating, or implementing the program. The committee's tasks are delineated below.

Step I - Select the area(s) of emphasis to be taught, e.g., Decision-Making, Interpersonal Relations

Step II - Choose from among the affective student outcomes in Section 1. The choice of outcomes is the decision of each school district.

Step III - From the outcomes in Section 2, select those outcomes that complement or match the outcomes selected in Section 1. School districts are not expected to initiate objectives and activities designed to produce all the outcomes listed in either section during 1973-74 school year.

Step IV - Assign tasks and activities needed to produce the overall plan of action. Areas to be included are curriculum development, extracurricular activities, supportive counseling services, and parent and community involvement. An evaluation design should be developed to determine the effectiveness of these areas.

Basic essential decisions in curriculum development or revision include

- selection of teachers to be involved
- methods of incorporating the subject matter into the existing curriculum
- in-service training required to prepare staff who will facilitate reaching the outcomes.

All persons directly involved with the program need to understand and support the outcomes to ensure maximum program impact.

Teachers who have been selected to participate in the program can then write classroom objectives and activities.

USE OF DOCUMENT BY TEACHERS

After becoming familiar with the school board's policies and the outcomes that have been selected by the planning committee, the teacher can

- select those outcomes that can be appropriately incorporated into various subject matters
- develop classroom objectives and activities that support the selected outcome(s)
- choose technique(s) which take into account the diversity of the students being served.

Some activities and techniques have been suggested in Section 1 of this document. The teacher is encouraged to use ingenuity, creativity, and effort in presenting other activities and techniques. The effectiveness of the technique(s) is dependent on a number of variables, some of which are

- climate most conducive to learning
- knowledge of the purpose of the technique
- skill in using the technique
- possible consequences that may be produced through use
- adaptability for use in a particular situation.

The presentation of the classroom activities should be conducted in a climate that promotes group interaction and a free flow of information and exchange of ideas. The teacher can encourage students or community resource persons to present the activity.

After the activity has been presented, both the process used to produce the outcomes and the degree to which the objectives were reached need to be evaluated for

- knowledge, skills, and attitudes that were produced as a result of the educational experience
- student learning that needs to be retaught or reinforced
- techniques that need to be changed or modified.

Example of an Activity

The following is an example of an activity that could be used in the classroom using the student outcomes as a resource. Variations of this activity from stories in the adopted social studies textbooks have also been suggested.

AREA: Decision-making to include values clarification

OUTCOMES: Section 1 - The student values the use of a values clarification process when confronted with decisions.
Section 2 - The student comprehends what a value is. The student comprehends a process for clarifying values.

SUBJECT: Social Studies

GRADE LEVEL 9th Grade

SPECIFIC COURSE OR UNIT: "Values"

CLASSROOM OBJECTIVE:

A (Audience) = The freshman students enrolled in social studies

B (Behavior) = Identify the values portrayed by the characters in a story they are studying after placing the characters in rank order based on the students' own values.

C (Conditions) = Given a definition of value
Given the seven criteria for determining what a value is within an hour period (See Glossary)

D (Degree) = 75 percent of the students will identify the seven criteria for valuing for one character.

VARIATION OF CLASSROOM ACTIVITIES

- Have students write stories portraying characters that have different value systems such as the one which appears on page 5.

- Have students identify the values depicted in the stories found in adopted textbooks such as:

  Todd, Lewis Paul and Curti, Merle. "George Washington Plunkitt Explains How He Became a Powerful Political 'Boss' and a Millionaire." Rise of the American Nation, Volume Two: 1865 to the Present, 3rd edition. (Dallas: Harcourt Brace Jovanovich, Inc., 1972), pp. 205-206.

  "The Scopes Trial." Perspectives in United States History. (Dallas: Field Educational Publications, Incorporated, 1972), p. 470.

  "Today's Cities." The Rise of the City. Edited by Frank M. MacGraw. et. al. (Dallas: Field Educational Publications, Incorporated, 1971), pp. 471-502.

EXAMPLE OF STORY:

. Read the story and write the names of the characters on the board as you come to them in the story.

. Story -

Bob, a senior in high school, and some friends had been saving for a trip to Europe after graduation. Since they wanted to bike through Europe, they had been practicing by taking longer and longer bike rides in order to get into shape.

As a result, in the middle of the spring semester, Bob made a D in math. His father was very unhappy and told Bob, "Either you bring that D up to a B or you don't go to Europe. You'll have to take the course over in summer school so you will be prepared for your college math."

Bob was quite disturbed about the possibility of having to cancel his much anticipated trip. He asked his mother to reason with his father. But his mother said, "I'm sorry, Bob, this is between you and your father. You got yourself into it, now do what you can to get out of it."

Still desperate, Bob went to his math teacher and explained the situation. He said, "Bob, even if you make an A on your final, you could make only a C in the course." But he agreed to give Bob a B if he made an A on the final because he would have learned enough to warrant the B.

So Bob went to his good friend Phil, a math whiz, explained his predicament, and asked Phil to tutor him. Phil told Bob that he sympathized, but that he had been planning to get a part-time job which the tutoring would prevent. Therefore, he said to Bob, "Since I would have to give up a part-time job, I will tutor you if you will give me your watch."

Bob had an expensive, electric calendar watch which his father had brought back from a business trip in Europe. He agreed to give Phil the watch in return for the tutoring.

After much studying, Bob made an A on his final, the math teacher gave him a B in the course, and Bob was ready to go to Europe.

Bob's father at that time was going out of town on a business trip. He came to Bob and said, "My watch is in the shop for repairs; I would like to borrow yours for this trip."

Bob told his father that he had left it in the locker room and that someone had picked it up.

His father became infuriated. "This proves your immaturity and carelessness. What makes you think you can take care of yourself in Europe? You are staying home this summer and working to earn the $200 I paid for that watch."

Bob went to his mother again and tried to get her to go to his father and mend the situation. But she said, "Nothing doing. This is between you and your father. I can't do anything about it."

. Have students rank order the characters from most to least desirable based on the students' concept of their own values.

. Explain what a value is and how to apply the criteria. (See Glossary)

USE OF DOCUMENT BY STUDENTS

Students may recommend to the planning committee what outcomes should be selected based on cheir perception of student needs. After the outcomes have been selected by the planning committee, students may identify the objectives for their own classroom experiences with the guidance and assistance of the teacher. Students may also cooperate with the teacher in planning and presenting learning activities that support the selected outcomes.

ORGANIZATION OF DOCUMENT

Relationship of Outcomes to the Goals for Public School Education

Each outcome supports one or more of the Goals for Public School Education in Texas adopted by the State Board of Education on October 3, 1970 and revised April 14, 1973.

For example, on page 11 of this publication, the first outcome reads: "The student values the rejection of drug use that interferes with the economic, physical, and psychological well-being of the user." Immediately after this statement in parentheses are the letters and numbers A3 and D3. These designate the public school goals that the outcomes would most appropriately complement. In this case, the goal identified as D3 reads: "Competence in recognizing and preventing environmental, ecological, and health problems."

To assist users of this document, the Goals for Public School Education in Texas are included on page 8.

Areas of Emphasis

Four central themes or areas of emphasis have evolved in the crime prevention and drug education program:

- decision-making, including values clarification
- interpersonal relations
- attitudes toward and knowledge about crime and juvenile delinquency
- attitudes toward and knowledge about drugs

All of the student outcomes may be categorized within these four major areas of emphasis. A definition of such terms as decision-making, crime, and interpersonal relations which appear in this publication can be found in the glossary of terms in the appendix.

Categories of Competencies

The competencies that the learner should have after completing the program have been separated into two sections.

Section 1 deals with interests, attitudes, values, appreciations, and adjustments.

Section 2 deals with the recall or recognition of information and the development of intellectual abilities.

Since a student's feelings, attitudes, and values affect what is learned, the student outcomes in Section 1 are an integral part of and are interrelated with those of Section 2. A more detailed explanation precedes each section.

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to entry and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Spring 1973

The Texas Education Agency

Adopted October 5, 1970
Revised April 14, 1973
The State Board of Education

SECTION 1. INTERESTS, ATTITUDES, VALUES, APPRECIATIONS, ADJUSTMENTS

The student outcomes listed in this section can be used as a guide in specifying classroom objectives, creating measures of those objectives, and designing activities to achieve the objectives. Classroom objectives developed from this section should be integrated with those objectives and activities in Section 2 that are related or complementary in nature.

For example, an objective that could be developed from Section 1, Outcome 1.2 reads:

> The student will respond positively to the use of the decision-making process as demonstrated by his ability to list alternatives and consequences.

A complementary objective from Section 2, Outcome 2.2, which could be presented simultaneously reads:

> The student will be able to list the steps in the decision-making process.

In crime prevention and drug education, the major emphasis must be on what the student does and how he feels about what he does in contrast to how much he knows. The student may be knowledgeable about the effects of drugs and still be a drug abuser. Section 1 describes the outcomes that indicate the student's interests, values, attitudes, appreciations, and adjustments. These will determine what the student will do with the information he obtains.

Each outcome in Section 1 is presented in the format described below.

STUDENT OUTCOME

The outcome is written in terms of what the student should feel and do. One of two verbs, respond and value, is found in each outcome. Used in this context, each of these verbs has a specific definition. To respond[1] means to comply to given expectations by attending to or reacting to certain stimuli or phenomena, i.e., to obey or participate as expected. To value[1] means to display behavior consistent with a single belief or attitude in situations where one is not forced to comply or obey, i.e., to demonstrate a definite preference and display a high degree of certainty and conviction.

Other verbs that would be appropriate for this section include receive, organize, and characterize.[1]

The letters and numbers in parentheses following each student outcome link a specific outcome to one or more of the Goals for Public School Education in Texas (see page 8).

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[1]David R. Krathwohl, et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

SUGGESTED ACTIVITIES

Activities which seem to be most conducive to the development of each outcome are recommended. The list of activities is a beginning. Each school district is urged to expand and revise the list.

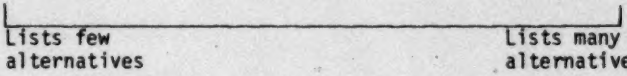
SUGGESTED PROGRAM AREAS AND GRADE RANGES

Program areas and grade ranges are suggested. Since development of a person's values and interests is a continuous process, school districts deal with most of these outcomes throughout the students' school lives.

SUGGESTED MEASURES

Measures of attainment are listed for each outcome. The measures are indicators stated in terms of student performance. Schools will wish to avoid reliance upon any single measure of attitude. Before the existence of a student attitude can be inferred, several measures or indicators of behavior should be employed.

One suggested measurement technique uses different polarities for each behavioral component of the same objective. For example, the bi-polar response for the objective "The student will respond positively to the use of the decision-making process as demonstrated by his ability to list alternatives and consequences" would be



A pre-post measurement will determine how far the student has moved toward the desired attitude. The teacher can revise or add activities until the desired proficiency is reached.

Self-assessment by students is another suggested measurement of attitudes. A student can keep a diary or log describing his perceptions, feelings, and behavioral responses to his activities. The student can then compare responses from the diary with pertinent criteria the teacher and students have selected. This allows the student an opportunity to assess his own performance.

Teachers can also construct checklists and other valid evaluation procedures for observing students' facial expressions, body movements, and behaviors. Some schools have used students as teachers or tutors for younger students. Observation can give insight into the feelings, values, and knowledge of the student doing the teaching as well as those receiving the instruction.

After each activity or unit, the teacher can determine if the objectives of the instruction were attained through questionnaires and oral interviews with selected students. The teacher can note the experiences that were satisfactory or unsatisfactory, those that were well received and those that were not. This will be helpful in revising the activity and in improving the quality of the course content and the instruction.

STUDENT OUTCOME

1.1 The student values the rejection of drug use that interferes with the economic, physical, social, and psychological well-being of the user. [A3, D3]

SUGGESTED ACTIVITIES

Activities that develop the senses
Case studies
Debate
Individual reading
Laboratory experiments with animals, tissues
Research
Role-playing
Simulation games
Volunteer work

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Counseling and Guidance K-12
English Language Arts 7-12
Health K-12
Homemaking 7-12
Science 5-6
Social Studies 5-12
Vocational Education 7-9

SUGGESTED MEASURES

..Student speaks out freely against drug abuse and misuse.

Response	-	+
	Usually supports drug abuse	Usually speaks out against drug abuse

..Student provides evidence verbally and nonverbally of ability to enjoy life and cope with stressful situations without abusing drugs.

Response	-	+
	Usually copes with stressful situations by using drugs	Usually copes with stressful situations without abusing drugs

..Student considers economic, psychological, social, and physical effects of drugs in his discussions.

Response	-	+
	Usually rationalizes effects	Usually considers effects in realistic manner

..Student can describe his position on drug use for specific drugs and situations.

STUDENT OUTCOME

1.2 *The student values the use of a decision-making process in attacking problems encountered in life situations.* [A3]

SUGGESTED ACTIVITIES

Case studies
Debate
Individual reading
Inquiry method
Role-playing
Simulations

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Business Education 7-12
Counseling and Guidance K-12
English Language Arts K-12
Health 3-12
Homemaking 7-12
Industrial Arts 7-12
Science K-12
Social Studies K-12
Vocational Education 7-9

SUGGESTED MEASURES

..Student examines content of his argument when he speaks out on issues.

Response _____ | - Seldom examines ——— + Usually examines |

..Student analyzes the decisions of others to determine if they are using a decision-making process.

Response _____ | - Seldom analyzes ——— + Thoroughly analyzes |

..Student explains his own decisions in terms of a decision-making process.

Response _____ | - Seldom explains ——— + Thoroughly explains |

..Student recognizes blocks to his personal use of a decision-making process.

Response _____ | - Seldom recognizes ——— + Usually recognizes |

STUDENT OUTCOME

1.3 The student values the use of a decision-making process when confronted with controversial issues in group settings. [A3]

SUGGESTED ACTIVITIES

Case studies
Critical incident
Debate
Discussion of propaganda and advertising
Individual reading
Role-playing
Simulation
Student diaries

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Counseling and Guidance K-12
English Language Arts 4-12
Health 3-12
Homemaking 7-12
Science K-12
Social Studies 4-12

SUGGESTED MEASURES

..Student can list alternatives and consequences when given case study situations involving controversial issues.

Response	-	+
	Usually lists few alternatives and consequences	Usually lists many alternatives and consequences

..Student discusses controversial incidents involving groups in school life space.

Response	-	+
	Usually does not use a decision-making process in discussing incidents	Utilizes decision-making process in discussing incidents

..Student recognizes peer pressure when presented with controversial issues.

Response	-	+
	Seldom recognizes	Usually recognizes

..Student analyzes how decisions in families are made on controversial issues.

Response	-	+
	Usually rejects process for family decisions	Usually accepts process for family decisions

..Student keeps diary or log of his activities and notes his feelings about the activities.

STUDENT OUTCOME

1.4 The student values the use of a values clarification process when confronted with decisions. (A3)

SUGGESTED ACTIVITIES

Case studies
Modeling
Simulations
Values clarification strategies

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Business Education 7-12
Counseling and Guidance K-12
English Language Arts K-12
General Curriculum K-6
Homemaking 7-12
Industrial Arts 7-12
Science K-12
Social Studies 4-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student publicly affirms values during values clarification activities.

Response	-	+
	Seldom publicly affirms	Usually publicly affirms

..Utilizing case studies, student makes choices by use of a values clarification process.

Response	-	+
	Seldom uses process	Usually uses process

..In a given situation, student demonstrates the ability to distinguish between personal, professional, and social values as a basis for action.

Response	-	+
	Seldom distinguishes	Usually distinguishes

..Student participates in "Values Grid"[2] activities over a period of time and compares his early and late responses.

[2]Sidney B. Simon, et. al., Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Company, Inc., 1972).

STUDENT OUTCOME

1.5 The student values his own worth and dignity. [F1, F2, F3]

SUGGESTED ACTIVITIES

Creative self-expression
Force field analysis
Positive reinforcement
Role-playing
Simulation
Values clarification strategies

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Bilingual: Cultural Awareness K-6
Business Education 7-12
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Health 3-12
Homemaking 7-12
Industrial Arts 7-12
Science K-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student identifies personal achievements and failures in several areas of interest.

Response	-	+
	Rarely identifies his achievements and failures	Usually can identify several achievements and failures

..Student experiences and expresses little anxiety in group settings.

Response	-	+
	Usually displays considerable anxiety	Usually displays little or no anxiety
	-	+
	Usually does not express observable anxiety	Usually expresses observable anxiety

..Student takes initiative and completes work/recreation tasks without supervision.

Response	-		+
	Seldom takes initiative regarding tasks	Completes only assigned tasks or does not complete initiated tasks	Usually takes initiative and completes tasks (self-directed)

STUDENT OUTCOME

1.6 The student values the worth and dignity of the individual. [F1, F2, F3]

SUGGESTED ACTIVITIES

Cross-cultural studies
Group process
Introspective activities
Transactional analysis
Verbal and nonverbal communication activities

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Bilingual: Cultural Awareness K-6
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
General Curriculum K-6
Homemaking 7-12
Industrial Arts 7-12
Science K-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student listens to others and can paraphrase their comments.

Response	-	+
	Seldom able to paraphrase	Usually able to paraphrase

..Student will not respond to group pressures to treat or label others unfairly.

Response	-	+
	Usually responds to group pressures	Seldom responds to group pressures

..Student advocates the protection of the constitutional rights of the individual and groups.

Response	-	+
	Usually advocates for only certain people and groups	Usually advocates for most people and groups

..Student will accept others while not necessarily approving of their behavior.

Response	-	+
	Usually rejects others	Usually accepts others

..Student regards all forms of work as important.

Response	-	+
	Views only some work as important	Views most work as important

STUDENT OUTCOME

1.7 The student values the individual's rights and responsibilities for a self-determined life style. [F1, F2, F3]

SUGGESTED ACTIVITIES

Critical incidents
Discussion of films regarding ethnic groups, subcultures, life styles
Discussion of local events
Nonverbal communication activities
Role-playing
Seating patterns
Sociogram

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Bilingual: Cultural Awareness K-6
Career Education K-6
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Health 3-12
Homemaking 7-12
Science K-12
Social Studies:
  Anthropology/Culture K-6
  General Curriculum 7-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student selects his personal life style.

Response	-	+
	Usually examines only one life style	Usually examines alternate life styles

. Student accepts individuals whose life styles are different from his own.

Response	-	+
	Usually rejects	Usually accepts

..Student demonstrates behaviorally the absence of ridicule and destructive criticism.

Response	-	+
	Seldom demonstrates	Usually demonstrates

..Student recognizes words and actions that cause him to react emotionally ("red flag cues").

Response	-	+
	Seldom recognizes	Usually recognizes

..Student can list responsibilities inherent in choosing his life style.

STUDENT OUTCOME

1.8 The student responds with flexibility to a changing society. [A3, F3]

SUGGESTED ACTIVITIES

Case studies
Charting a life map
Mobility studies
Role-playing
Simulation games

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Business Education 7-12
Career Education K-12
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Health K-12
Homemaking 7-12
Industrial Arts 7-12
Science K-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student displays flexibility in changing work/recreation tasks.

Response	-	+
	Usually inflexible	Usually flexible

..Student displays flexibility in changing career, social and personal roles through activities that use his imagination and fantasy.

Response	-	+
	Usually rigid	Extremely adaptive

..Students adapt to changes in seating arrangements.

Response	-	+
	Usually inflexible	Usually flexible

STUDENT OUTCOME

1.9 The student responds to new experiences and information by being willing to alter or defend his value positions and decisions. [A3, F3]

SUGGESTED ACTIVITIES

Case studies
Debate
Discussion of propaganda and advertising
Individual reading
Inquiry method
Role-playing

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Counseling and Guidance K-12
English Language Arts K-12
Health K-12
Homemaking 7-12
Science K-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..During exercises designed to test his receptivity to new ideas, achievement, and research findings, the student investigates these new facets.

Response	-	+
	Seldom investigates new	Usually investigates new

..Student analyzes hypothetical situations of the future by defending or altering his values.

Response	-	+
	Seldom analyzes	Usually analyzes

..Student questions traditional ways of reacting to situations.

Response	-	+
	Seldom questions or questions without consideration	Usually questions or questions with careful consideration

..Student selects some aspect of society that is seemingly changing, analyzes the values inherent in the change, and compares these values with his own.

STUDENT OUTCOME

1.10 The student responds to efforts to control crime and drug abuse through prevention, intervention, treatment, rehabilitation, and law enforcement. [D3]

SUGGESTED ACTIVITIES	SUGGESTED PROGRAM AREAS AND GRADE RANGES
On-site visits to facilities	
Research availability of various programs	Counseling and Guidance K-12
Research costs of various methods of controlling crime and drug abuse	English Language Arts 5-12
Research methods of controlling crime and drug abuse	Health 5-12
	Homemaking 7-12
	Science 5-6
	Social Studies 5-12

SUGGESTED MEASURES

..Student will express an opinion on the various crime and drug abuse control efforts.

Response	-	+
	Unaware of efforts	Bases opinion on many factors

..Student differentiates the personal and social controls needed for various drugs.

Response	-	+
	Makes no effort to differentiate controls	Differentiates for various drugs after careful consideration

..Student willingly participates in some type of drug abuse control program with other students and community groups.

Response	-	+
	Minimum involvement	Maximum involvement

STUDENT OUTCOME

1.11 The student values constructive, life-fulfilling alternatives to crime and drug abuse. [A3, F3, G]

SUGGESTED ACTIVITIES

Development of creative skills
Development of recreational skills
Extracurricular activities
Outside jobs
Volunteer work

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Business Education 7-12
Career Education K-12
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Health K-12
Homemaking 7-12
Industrial Arts 7-12
Mathematics K-12
Science 5-6
Social Studies 5-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student participates in extracurricular or volunteer activities.

Response	-	+
	Seldom participates	Usually participates

..Student works in classroom.

Response	-	+
	Usually rejects work	Usually accepts work

..Student participates in family group activities.

Response	-	+
	Seldom participates	Usually participates

..Student participates or has an interest in music, art, theater, films, literature, and/or other creative areas.

Response	-	+
	Usually does not participate or does not have interest	Usually does participate or has interest

..Student indicates his career preference after careful consideration of options.

..Student lists 20 things he likes to do.

STUDENT OUTCOME

1.12 The student values socially constructive and personally gratifying roles for himself. [A3, F2, F3, G]

SUGGESTED ACTIVITIES

Delineation of personal roles
Development of creative skills
Development of recreational skills
Extracurricular activities
Group sports, projects, activities
Role-playing
Volunteer work

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Career Education K-12
Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Health K-12
Homemaking 7-12
Industrial Arts 7-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student is involved in social action activities such as voter registration, ecology projects, and community health projects.

Response	-	+
	Little involvement	Extensive involvement

..Student facilitates group activities.

Response	-	+
	Seldom facilitates	Usually facilitates

..Student, after delineation of his personal roles, functions in these roles.

Response	-	+
	Usually does not function	Usually functions

STUDENT OUTCOME

1.13 The student values the absence of inaccurate labeling (stereotyping) of peers and others. [F2]

SUGGESTED ACTIVITIES

Case studies
Debates
Group sessions
Individual reading
Movies
Role-playing

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Counseling and Guidance K-12
English Language Arts K-12
Health K-12
Homemaking 7-12
Social Studies K-12

SUGGESTED MEASURES

..Student does not use derogatory labels.

Response | - Usually uses ——— + Seldom uses |

..Student defends those who are derogatorily labeled.

Response | - Seldom defends ——— + Usually defends |

..Student recognizes derogatory labeling in movies, plays, stories.

Response | - Seldom recognizes ——— + Usually recognizes |

..Student can express feelings of those who are inaccurately labeled.

Response | - Does not express ——— + Expresses with empathy |

..Student can reject inaccurate labels of himself.

Response | - Seldom rejects ——— + Usually rejects |

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STUDENT OUTCOME

1.14 The student values citizenship in a democratic society. [A3, C1, C2, C3]

SUGGESTED ACTIVITIES

Involvement with school board, county commissioner, city council
Mock elections, trials
Participation in volunteer and service organizations
Simulations and games
Social action activities
Student activities
Study and testing of advertising and propaganda methods

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Counseling and Guidance K-12
English Language Arts K-12
Fine Arts K-12
Homemaking 7-12
Industrial Arts 7-12
Social Studies K-12
Vocational Education 7-12

SUGGESTED MEASURES

..Student assumes rights and responsibilities inherent in being a citizen.

Response	-	+
	Rarely assumes rights	Usually assumes rights and responsibilities

..Student recognizes and defends against abuses of citizenship.

Response	-	+
	Usually does not recognize abuses of citizenship	Usually recognizes abuses of citizenship

..Student is informed of election processes and of the issues.

Response	-	+
	Rarely aware of processes and issues	Usually aware of processes and issues

..Student can analyze the existing laws and can make suggestions for changes if needed.

SECTION 2. INFORMATION AND INTELLECTUAL SKILLS

The outcomes listed in Section 2 describe the student's level of comprehending specific information and identify the ability to apply, analyze, synthesize, and evaluate knowledge. These outcomes are classified into four main categories: Decision-Making, Interpersonal Relations, Knowledge of Crime and Juvenile Delinquency, and Knowledge of Drugs.

A teacher referring to the models contained in Section 2 must recognize and allow for the need to correlate objectives and activities with a corresponding objective from Section 1 (interests, values, attitudes, appreciations, and adjustments). A goal directed toward attitudinal change is more closely approached if the program of activities provides for and encourages personal interaction in both large and small groups and on a one-to-one basis than if it relies upon cognitive information in a fact-oriented program.

Material contained in A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes becomes relevant and worthwhile when it is incorporated into meaningful units of the regular program; it is not intended to be used independently. When the teacher completes the tasks of identifying attitudes and needs of students in this area and of writing objectives to include aspects of both Section 1 and Section 2, the teacher must then make them a part of ongoing units. Teachers are encouraged to use their ingenuity in devising strategies compatible with both the content or skills being taught and the outcomes in this guide. For example, activities that promote an understanding of self, others, and the world experienced by the students deal with many concepts developed in a world history class and can become a normal component of its program.

A description of the format for this section follows.

STUDENT OUTCOME

The outcomes make use of six specific verbs, has knowledge of, comprehends, applies, analyzes, synthesizes, and evaluates.[1] Like the verbs in Section 1, the verbs of Section 2 are ordered by degree of complexity with evaluates as the highest level of intellectual skill development. Their definitions are given below:

HAS KNOWLEDGE OF	The student recognizes and recalls facts -- defines terms; recalls names, dates, persons; identifies words.
COMPREHENDS	The student interprets, translates, summarizes, or paraphrases given material. The student can organize the material into another language or form of communication; reads a book or musical scores, grasps the thought of material studied, has the ability to describe something.

[1]Benjamin S. Bloom, et. al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

APPLIES	The student uses material in a situation which is different from that situation in which it was originally learned -- uses abstract ideas, principles, or theories in problem-solving.
ANALYZES	The student separates a complex entity into its parts, and draws comparisons and relationships among the elements -- has the ability to recognize assumptions, to distinguish cause and effect relationships, reorganize biases or points of view.
SYNTHESIZES	The student combines elements to form a new original entity. It involves a process of working with pieces, parts, or elements and arranging them in a structure that was not clearly evidenced before -- has the ability to produce a play, music, art forms, design products, or formulate solutions.
EVALUATES	The student makes decisions, judgments, or selections based on a given set of criteria. These criteria may be objective or subjective -- has the ability to indicate fallacies, compares a work or an idea with known standards.

The letters and numbers in parentheses after each outcome refer to the Goals for Public School Education in Texas (see page 8).

SUGGESTED PROGRAM AREAS AND GRADE RANGES

Program areas and grade ranges are recommended for each outcome. Activities that would facilitate these outcomes include those listed in Section 1, teacher and guest lectures, small group discussions and projects, and individual study.

Student performance based on the outcomes can be measured through teacher-constructed tests, observations, and the various other well-developed evaluation methods for measuring intellectual skills.

STUDENT OUTCOME	SUGGESTED PROGRAM AREAS AND GRADE RANGES
DECISION-MAKING	
2.1 *The student comprehends criteria used to identify a critical decision.* [A2]	2.1 Counseling and Guidance K-12 English Language Arts K-12 Fine Arts K-12 General Curriculum 4-6 Homemaking 7-12 Industrial Arts 7-12 Science K-12 Social Studies: Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12 Vocational Education 7-12
2.2 *The student comprehends a decision-making process.* [A2]	2.2 Same as 2.1 above.
2.3 *The student comprehends a values clarification process.* [A2]	2.3 Counseling and Guidance 5-12 English Language Arts 7-12 General Curriculum 5-6 Health K-12 Homemaking 7-12 Industrial Arts 7-12 Science K-12 Social Studies 5-12 Vocational Education 7-12
2.4 *The student comprehends what a value is.* [A2, F2]	2.4 Counseling and Guidance 3-12 English Language Arts 4-12 Fine Arts K-12 General Curriculum K-6 Homemaking 7-12 Industrial Arts 7-12 Science K-12 Social Studies K-12
2.5 *The student analyzes situations to identify individual, family, and group values in them.* [A2, F2]	2.5 Counseling and Guidance 4-12 English Language Arts 4-12 General Curriculum K-6 Health K-12 Homemaking 7-12 Industrial Arts 7-12 Science K-12 Social Studies: "You And The Law" 8 Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12 Vocational Education 7-12

2.6 *The student applies a decision-making process in life situations.* [A3]	2.6 Same as 2.4 above.
2.7 *The student evaluates his own values with regard to crime and drug issues.* [A2, D3]	2.7 Counseling and Guidance 5-12 English Language Arts 4-12 Homemaking 7-12 Science K-12 Social Studies K-12, and: "You And The Law" 8 Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12 Vocational Education 7-12
2.8 *The student synthesizes a statement of belief that accurately reflects his values.* [A3]	2.8 Same as 2.7 above.
2.9 *The student evaluates alternatives to crime and drug abuse.* [A3, F3, G]	2.9 Same as 2.7 above.

INTERPERSONAL RELATIONS

2.10 *The student has knowledge of the physical, social, and psychological stages of human growth and development and their interrelationships.* [D1, F1]	2.10 Biology and Physiology 7-12 Counseling and Guidance 5 Driver Education-15 yrs. of age up English Language Arts 4-12 Fine Arts K-12 Health 4-6 Homemaking 7-12 Science 4-6 Social Studies: Psychology 10-12
2.11 *The student has knowledge of different techniques frequently employed to deal with various levels of stress.* [F2]	2.11 Same as 2.10 above.
2.12 *The student comprehends individual and social patterns of behavior.* [F2]	2.12 Biology and Physiology 7-12 Counseling and Guidance 7 English Language Arts 4-12 Fine Arts K-12 Homemaking 7-12 Social Studies: Psychology 10-12 Sociology 10-12

2.13	*The student comprehends ways in which a person develops and modifies his personality.* [F1, F2]	2.13 Same as 2.12 above.
2.14	*The student analyzes various stages of growth and development as they relate to crime, drug abuse, and drug use.* [A2, D3, F1]	2.14 Biology and Physiology 10-12 Counseling and Guidance 5 English Language Arts 7-12 Homemaking 7-12 Social Studies: "You And The Law" 8 Psychology 10-12
2.15	*The student analyzes the role of work in an individual's life.* [A2, B2]	2.15 Biology and Physiology 7-12 Career Education K-12 Counseling and Guidance 7 English Language Arts K-12 Fine Arts K-12 Homemaking 7-12 Social Studies: Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12
2.16	*The student analyzes the role of leisure in an individual's life.* [A2, D2, G]	2.16 Same as 2.15 above.
2.17	*The student has knowledge of reasons individuals experiment or may possibly become involved in criminal activities and/or drug abuse.* [F1, F2]	2.17 Biology and Physiology 10-12 Counseling and Guidance 9 Homemaking 7-12 Social Studies: Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12
2.18	*The student has knowledge of dysfunctional behavior patterns.* [F1, F2]	2.18 Same as 2.17 above.
2.19	*The student evaluates responsibilities inherent in being a person, a family member, a member of society.* [A3, F2, F3]	2.19 Same as 2.12 above.

2.20	*The student comprehends societal factors that contribute to crime and drug abuse.* [D3, F2]	2.20 Counseling and Guidance 7 English Language Arts 7-12 Health 4-12 Homemaking 7-12 Science 5-6 Social Studies: "You And The Law" 8 Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12
2.21	*The student analyses patterns of crime and drug use and misuse as they relate to life styles.* [D3, F1, F2]	2.21 Counseling and Guidance 6 English Language Arts 7-12 Health 4-12 Homemaking 7-12 Social Studies: "You And The Law" 8 Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12
2.22	*The student evaluates the fundamental impact that crime and drug abuse are having on society and that it will have on society of the future.* [A2, D3, F2]	2.22 Counseling and Guidance 7 English Language Arts 5-12 Foreign Language: Mini Courses 7-12 Health 4-12 Homemaking 7-12 Science 5-6 Social Studies: General Curriculum 5-6 Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12
2.23	*The student evaluates current social change and synthesizes an objective viewpoint toward the changing environment.* [A2, F3]	2.23 Counseling and Guidance 7 English Language Arts 5-12 Health 4-12 Homemaking 7-12 Science 5-6 Social Studies: Adv. Social Studies Problems 10-12 Psychology 10-12 Sociology 10-12 Vocational Education 7-12
2.24	*The student evaluates the impact general societal influences have on individuals (advertising, mass media, life styles).* [A2, F2]	2.24 Same as 2.23 above.

KNOWLEDGE OF CRIME AND JUVENILE DELINQUENCY

2.25 *The student comprehends the basic rights guaranteed a citizen by the Constitution ("due process of law," 14th Amendment to the Constitution).* [C1]	2.25	Bilingual: Social Studies 4-6 Counseling and Guidance 9 English Language Arts 7-12 Law Enforcement 13-14 Social Studies: Am. History 8, 10-12 Am. Government 10-12 "You And The Law" 8 Vocational Education 11-12
2.26 *The student comprehends underlying principles in court cases that affect individual rights.* [C1]	2.26	Same as 2.25 above.
2.27 *The student comprehends the rights of persons accused of crimes.* [C1]	2.27	Bilingual: Social Studies 4-6 Counseling and Guidance 9 English Language Arts 7-12 Law Enforcement 13-14 Social Studies: "You And The Law" 8 Vocational Education 11-12
2.28 *The student has knowledge of recourses available if a crime is committed against an individual.* [C1]	2.28	Same as 2.27 above.
2.29 *The student analyzes the reciprocal nature that exists between legal rights and legal responsibilities.* [A2, C1]	2.29	Same as 2.27 above.
2.30 *The student comprehends the nature and function of laws.* [C1]	2.30	Bilingual: Social Studies 5-6 Consumer Education 11-12 Counseling and Guidance 3 English Language Arts 5-12 Home and Family Living 11-12 Homemaking 11-12 Law Enforcement 13-14 Social Studies: Am. History 8, 10-12 "You And The Law" 8 Vocational Education 11-12

2.31 *The student evaluates criteria for a sound, responsible government.* [A2, C1]	2.31	Same as 2.30 above.
2.32 *The student comprehends duties inherent in citizenship (voting, obeying laws, working to effect change).* [C1]	2.32	Same as 2.30 above.
2.33 *The student evaluates criteria for a "good citizen."* [A2, C1]	2.33	Same as 2.30 above.
2.34 *The student applies criteria of a "good citizen" to his personal life.* [A3, C1]	2.34	Same as 2.30 above.
2.35 *The student analyzes the relationship between being a citizen and being a member of a school, family, community, and society.* [A2, C1]	2.35	Same as 2.30 above.
2.36 *The student comprehends a definition of juvenile delinquency.* [C1]	2.36	Consumer Education 11-12 Counseling and Guidance 8 English Language Arts 7-12 Health 7-12 Home and Family Living 11-12 Homemaking 9-12 Law Enforcement 13-14 Social Studies: "You And The Law" 8 Vocational Education 11-12
2.37 *The student has knowledge of basic terminology related to juvenile delinquency (habitual, age of accountability, probation, parole, runaway, fugitive children).* [C1]	2.37	Same as 2.36 above.

2.38	*The student comprehends rights and protections afforded juveniles, including juvenile court procedures.* [C1]	2.38 Same as 2.36 above plus American Government 8, 10-12
2.39	*The student comprehends a definition of crime.* [C1]	2.39 Same as 2.36 above.
2.40	*The student has knowledge of basic terms and procedures related to crime (felony, misdemeanor, probation).* [C1]	2.40 Same as 2.36 above.
2.41	*The student has knowledge of basic terms and procedures related to the adult judicial system.* [C1]	2.41 Same as 2.36 above.
2.42	*The student has knowledge of community services for juvenile delinquents and criminals (rehabilitation, correctional, law enforcement, legal aid, preventive, and educational) and procedures for utilizing the services.* [D3]	2.42 Consumer Education 11-12 Counseling and Guidance 8 English Language Arts 7-12 Health 7-12 Home and Family Living 11-12 Homemaking 11-12 Law Enforcement 13-14 Social Studies: "You And The Law" 8
2.43	*The student has knowledge of avenues open in the community for students wishing to help others with problems.* [D3]	2.43 Same as 2.42 above.
2.44	*The student comprehends school policy regarding infractions of school rules and regulations.* [C1]	2.44 Counseling and Guidance 8 English Language Arts 6-12 Home Economics 7-12 Law Enforcement 13-14 Social Studies 5-12
2.45	*The student comprehends school policies governing nonschool-related delinquent behavior.* [C1]	2.45 Same as 2.44 above.

2.46	*The student comprehends the realities and specific consequences of criminal and delinquent behavior at the city, county, state, and federal levels.* [C1]	2.46 Counseling and Guidance 8 English Language Arts 7-12 Homemaking 7-12 Law Enforcement 13-14 Social Studies: "You And The Law" 8 Vocational Education 11-12
2.47	*The student analyzes public attitudes reflected in current laws and policies.* [A2, C1]	2.47 Consumer Education 11-12 Counseling and Guidance 8 English Language Arts 9-12 Homemaking 11-12 Social Studies: Adv. Social Studies Problems 9-12 Vocational Education 11-12
2.48	*The student has knowledge of basic principles included in major crime commission reports.* [C1]	2.48 Same as 2.47 above.
2.49	*The student comprehends ways that crime affects the individual in his daily life.* [C1]	2.49 Consumer Education 11-12 Counseling and Guidance 9 English Language Arts 9-12 Home and Family Living 11-12 Homemaking 11-12 Social Studies: "You And The Law" 8 Vocational Education 11-12
2.50	*The student analyzes current trends and projections with respect to juvenile delinquency and crime.* [A2, C1]	2.50 Same as 2.47 above.
2.51	*The student synthesizes ways to deal with crime (crimes against property, income tax evasion, victimless crimes).* [A2, C1]	2.51 Same as 2.49 above.

KNOWLEDGE OF DRUGS

2.52 *The student comprehends various definitions of drugs and differences among definitions.* [D1]	2.52	Bilingual: Social Studies 4-6 Biology and Physiology 10-12 Business Behavior 11-12 Business Law 11-12 Counseling and Guidance 6 Driver Education-15 yrs. of age up English Language Arts 7-12 General Business 8-12 Health 4-6 Homemaking 7-12 Salesmanship 11-12 Science 4-6 Social Studies K-6 Vocational Education 11-12
2.53 *The student synthesizes a personal definition of drug.* [A2, D1]	2.53	Same as 2.52 above.
2.54 *The student has knowledge of the classification systems for commonly used drugs.* [D1]	2.54	Bilingual: Science 4-6 Biology and Physiology 10-12 English Language Arts 9-12 Foreign Language: Mini Courses 10-12 Health K-6, 9-10 Homemaking 7-12 Law Enforcement 13-14 Science 4-6 Social Studies 5-12 Stenographic Practice 11-12 Vocational Education 11-12
2.55 *The student has knowledge of basic terminology related to drug use, misuse, and abuse (dependence, tolerance).* [D1]	2.55	Same as 2.54 plus Counseling and Guidance 6
2.56 *The student has knowledge of general symptoms and effects of different drugs.* [C1]	2.56	Same as 2.55 plus Driver Education-15 yrs. of age up Mathematics (Measures)
2.57 *The student has knowledge of the historical background of drugs.* [A1, D1]	2.57	English Language Arts 9-12 Health 9-10 Homemaking 7-12 Science 4-6 Social Studies 4-6

2.58	*The student analyzes effects drugs have had on the history of nations.* [A1, A2, D3]	2.58	Same as 2.57 above.
2.59	*The student has knowledge of some of the major research findings relating to drug use and abuse.* [D3]	2.59	Same as 2.57 above plus Counseling and Guidance 6
2.60	*The student has knowledge of basic principles included in major drug commission reports.* [D3]	2.60	Same as 2.57 above.
2.61	*The student has knowledge of some of the major local, state, regional, national, and international developments concerning drugs.* [D3]	2.61	Same as 2.59 above plus Vocational Education 11-12
2.62	*The student comprehends typical consumer problems related to drug use.* [B3, D3]	2.62	Same as 2.59 above plus Consumer Education 7-12
2.63	*The student analyzes current trends and projections with respect to new drugs and trends.* [A2, D3]	2.63	Same as 2.59 above plus Mathematics (Graph Reading)
2.64	*The student synthesizes ways to deal with drug usage (now and in the future).* [A2, D3]	2.64	Same as 2.59 above.
2.65	*The student has knowledge of community services for drug abusers (counseling, treatment, rehabilitation, law enforcement, legal aid, preventive, and educational) and procedures for utilizing the services.* [D3]	2.65	Counseling and Guidance 9 Driver Education-15 yrs. of age up English Language Arts 7-12 Health 9-10 Homemaking 7-12 Social Studies 7-12 Vocational Education 11-12

2.66	*The student has knowledge of community resources where students may volunteer to help persons with drug related problems.* [D3]	2.66 Same as 2.65 above.
2.67	*The student comprehends school policy governing drug use, possession, or sale on campus.* [C1, D3]	2.67 Counseling and Guidance 5-12 Homemaking 7-12 Social Studies: "You And The Law" 8
2.68	*The student has knowledge of penalties and other pertinent provisions of local, state and federal laws related to drug use.* [C1, D3]	2.68 Same as 2.67 above. Health 9-10 Vocational Education 11-12
2.69	*The student has knowledge of some current controls on international drug trafficking.* [C1, D3]	2.69 Same as 2.68 above.
2.70	*The student has knowledge of the background of legislative efforts in order to understand current drug laws, policies, and public attitudes they reflect.* [C1, D3]	2.70 Same 2.68 above.
2.71	*The student has knowledge of legislation designed to protect the consumer in the use of drugs, including household chemical substances.* [B1, D3]	2.71 Same as 68 above plus Consumer Education 11-12 English Language Arts 9-12 Health 4-12
2.72	*The student analyzes the ways in which drugs contribute to our society by preventing and combatting disease, relieving pain, and aiding body functions.* [A2, D1]	2.72 Same as 2.52 above plus Health K-3

APPENDIX

Appendix A

G L O S S A R Y

CRIME - wrongful act that causes injury or harm to a person or to property; an act that harms or endangers a public interest that society protects; violation of criminal law.

CRIME PREVENTION EDUCATION - a planned educational effort to enhance awareness, understanding, and interpretation of the individual's rights and responsibilities to himself and others as he moves toward fulfilling citizenship.

CRITICAL DECISION[1] - a decision facing a person that has long-range significance affecting his ultimate satisfaction or welfare.

Criteria for determining whether a decision is critical:
(1) What will happen as a result of the decision
(2) What the decision maker values

DECISION-MAKING PROCESS[1] - the steps in a decision-making process are:
(1) Recognizing when a decision exists that is critical
(2) Determining goals by clarifying personal values
(3) Considering alternatives to reaching those goals
(4) Getting information leading to other alternatives, probabilities of success, or risks
(5) Considering the risks involved in each alternative in relation to a person's own idea of success
(6) Making the decision using the most effective strategy (or plan) in deciding

DRUG - any substance which by its chemical nature alters structure or function in the living organism.

DRUG ABUSE - the use of a drug for non-medical or non-scientific purposes, with the potentiality of harm to the user or to society.

DRUG EDUCATION - an educational approach that seeks to help students develop a framework of knowledge and values enabling them to make decisions with respect to drug usage so that the incidence of drug misuse and/or abuse will be minimized.

DRUG MISUSE - the use of drugs above normal, medically supervised doses.

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[1] _____. Decision-Making (New York: College Entrance Examination Board, 1971).

JUVENILE DELINQUENCY - Senate Bill 111 was passed by the Sixty-third Texas Legislature and signed by Governor Dolph Briscoe on June 16, 1973.[2] Sections 51.02 and 51.03 of Senate Bill 111 define juvenile delinquency through three terms: child, delinquent conduct and conduct indicating a need for supervision.

Child means a person who is:

(A) ten years of age or older and under 17 years of age; or

(B) seventeen years of age or older and under 18 years of age who is alleged or found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age.

Delinquent conduct is conduct, other than a traffic offense, that violates:

(1) a penal law of this state punishable by imprisonment or by confinement in jail; or

(2) a reasonable and lawful order of a juvenile court.

Conduct indicating a need for supervision is:

(1) conduct, other than a traffic offense, that on three or more occasions violates either of the following:

(A) the penal laws of this state of the grade of misdemeanor that are punishable by fine only; or

(B) the penal ordinances of any political subdivision of this state;

(2) conduct which violates the compulsory school attendance laws;

(3) the voluntary absence of a child from his home without the consent of his parent or guardian for a substantial length of time or without intent to return;

(4) the violation of an order of a juvenile court.

INTERPERSONAL RELATIONS - relations between two or more people which take into account the thoughts, feelings and activities of others

STUDENT OUTCOME - what students will know, do, feel, and think

[2]Senate Bill 111 is presently being codified into the Annotated Vernon Civil Statutes.

VALUE[3] - results of a valuing process, something that satisfies all seven criteria of a values clarification process

VALUES CLARIFICATION (VALUING) PROCESS[3] - the seven steps in a values clarification process or the seven criteria for testing a value are:

Choosing:	(1)	Freely
	(2)	From alternatives
	(3)	After thoughtful consideration of the consequences of each alternative
Prizing:	(4)	Cherishing, being happy with the choice
	(5)	Willing to affirm the choice publicly
Acting:	(6)	Doing something with the choice
	(7)	Repeatedly, in some pattern of life

[3]Raths, L. E., Harmin, M., Simon, S. B. Values and Teaching (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966).

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